DOCUMENT RESUME

ED 086 790 CE 000 774

TITLE Career Awareness Handbook: What Shall We Be?
INSTITUTION Texarkana School District 7, Ark.
PUB DATE [73]
NOTE 20p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Education; Curriculum; Elementary School Curriculum; *Guides; Junior High Schools; Manuals; *School Community Relationship; *Speech Education; Systems Approach; *Volunteers
IDENTIFIERS *Career Awareness

ABSTRACT

The document is a guide to be used by members of a community who have volunteered to speak about their occupation to a class in grades three through eight. The handbook suggests topics and approaches suitable to each grade level and includes a description of the characteristics of students at each grade level. It is part of a program based on a systems approach to career education. The program is explained in CE 000 773, and a curriculum guide is available as CE 000 775. (AG)

ED 086790

CAREER AWARENESS HANDBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

What Shall We Be?

CE 000 774

SUGGESTED GUIDELINES FOR SPEAKERS–THIRD GRADE

10. Advancement opportunities (No)

11. Earnings: beginning wage range; benefits; other rewards. (Mention)

12. Conditions of work; hours, regularity of employment, health and accident hazards. (Mention: maybe helmets, rainy weather, etc.)

13. Typical places of employment. (Mention)

*14. If well handled the speaker could use group involvement or class participation.

*15. Relate interesting humorous or unusual experiences pertaining to the job.

16. Always allow time during the presentation for questions from the children. (Not applicable UNLESS it relates to No. 4)

*17. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

18. Summarize: How did you come into this job?

*Points needing the greatest stress.

CHARACTERISTICS OF THIRD GRADERS

1. Age span: 8–10

2. Attention span: 20 minutes (Maximum)

*2. Elementary vocabulary

4. This age group has begun to notice sex differences.

5. Boys AND girls are interested in sports. (Works and plays hard)

6. Self-centered

7. Matter-of-fact and straightforward

*8. Exaggerates (REALLY makes things bigger)

9. Communicates easily with adults (teacher and some outsiders)

10. Developing conscience and morality

11. Inquisitive

Career education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives ways that make work possible meaningful, and satisfying to each individual.

Thank you for accepting the responsibility of collaborating with our schools to fulfill our duty to the youth of today.

TITLE III STAFF

TEXARKANA ARKANSAS SCHOOLS

Office 774-[illegible]301

SUGGESTED GUIDELINES FOR SPEAKERS--THIRD GRADE

1. History of the occupation - *keep vocabulary at a level the third grade student can easily understand. (Very important)

2. Importance of the occupation and its relation to society. (The importance of the occupation should be stressed according to the area of the community).

3. Duties: definition of the occupation (stress) nature of work. (Stress)

*4. Where applicable:
Wear work clothes and bring tools of the trade, bring visual aides, demostrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation and present need. (Should be told, but not pressed.)

6. Qulifications: age, sex, etc.
(Don't stress too much)

7. Preparation: general education, special training; experience (Mention)

8. Methods of entering. (Mention)

9. Time required to attain skill. (Mention)

SUGGESTED GUIDELINES FOR SPEAKERS–FOURTH GRADE

*1. History of the occupation–keep vocabulary at a level the fourth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: definition of the occupation and nature of the work.

*4. Where applicable:
Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: age, sex, etc.

7. Preparation: general education; special training; experience.

8. Methods of entering

9. Time required to attain skill

10. Advancement opportunities

SUGGESTED GUIDELINES FOR SPEAKERS–FOURTH GRADE

11. Earnings: beginning wage range, benefits; other rewards.

12. Conditions of work; hours, regularity of employment, health and accident hazards.

13. Typical places of emp oyment

14. Advantages and disadvantages

*15. IF well handled the speaker could use group involvement or class participation.

*16. Relate interesting humorous or unusual experiences pertaining to the job.

*17. Always allow time for questions from the children. (children enjoy responding)

*18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

*Points needing the greatest stress

CHARACTERISTICS OF FOURTH GRADERS

1. Age span: 8–10

2. Attention span: 20–30 minutes

3. Elementary vocabulary

4. This age group has begun to notice sex differences.

5. Boys AND girls are interested in sports.
(works and plays hard)

6. Self-centered

7. Matter-of-fact and straightforward

8. Exaggerates

9. Expresses feelings readily to adults

10. Developing conscience and morality

11. Inquisitive

SUGGESTED GUIDELINES FOR SPEAKERS–FIFTH GRADE

1. History of the occupation-keep vocabulary at a level the fifth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation and nature of the work.

4. Where applicable:
wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc,

5. Number of workers engaged in the occupation (Projected need)

6. Qualifications: age, sex, etc.

7. Preparation: general education, special training, experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities

11. Earnings: beginning wage range; benefits; other rewards.

12. Conditions of work; hours, regularity of employment, health and accident hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. ALWAYS allow time for questions from the children. 10–15 minutes. (Children enjoy responding.

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies.)

19. Summarize: How did you come into this job?

CHARACTERISTICS OF FIFTH GRADERS

1. Age span: 10–12

2. Attention span: 20–30 minutes
   45 minutes if visual aides are used.

3. Vocabulary (limited)

4. Interests: BOYS Sports, Boy Scouts, Boys Club, 4–H Club, hobbies, television, pets, mini-bikes, beginning to notice girls, not too concerned about personal appearance. GIRLS Music, Sports, Girl Scouts, Y–Teens, 4–H Club, pets, telephone, stuffed animals, clothes, records, definitely interested in boys, very concerned about personal appearance.

5. Energetic

6. Aggressive

7. Easily influenced

8. Sometimes careless

9. Sympathetic

10. Imaginative

11. Developing a scale of values

SUGGESTED GUIDELINES FOR SPEAKERS—SIXTH GRADE

1. History of the occupation-Keep vocabulary at a level the sixth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: definition of the occupation and nature of the work.

4. Where applicable, wear work clothes and bring tools of the trade, bring visual aides, demonstrate, slides, films, filmstrips., records, posters.

5. Number of workers engaged in the occupation. (Projected need)

6. Qualifications: age, sex, etc.

7. Preparation: general education, special training, experience.

8. Methods of entering

9. Time required to attain skill

10. Advancement opportunities

SUGGESTED GUIDELINES FOR SPEAKERS–SIXTH GRADE

11. Earnings: beginning wage range, benefits, other rewards.

12. Conditions of work: hours, regularity of employment, health and accident hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children. 10–15 minutes. (children enjoy responding)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies.)

19. Summarize: How did you come into this job?

CHARACTERISTICS OF SIXTH GRADERS

1. Age span: 10–12

2. Attention span: 20–30 minutes.
   45 minutes if visual aides are used.

3. Vocabulary (limited)

4. Interests: BOYS: Sports, Boy Scouts, Boys' Club, 4–H Club, hobbies, television, pets, minibikes, beginning to notice girls, not too concerned about personal appearance. GIRLS: Music, sports, Girl Scouts, Y–Teens, 4–H Club, pets, telephone, stuffed animals, clothes, records, definitely interested in boys, very concerned about personal appearance.

5. Energetic

6. Aggressive

7. Easily influenced

8. Sometimes careless

9. Sympathetic

10. Imaginative

11. Developing a scale of values

SUGGESTED GUIDELINES FOR SPEAKERS–SEVENTH GRADE

1. History of the occupation–keep vocabulary at a level the seventh grad grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: definition of the occupation and nature of the work

4. Where applicable:
wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: age, sex, etc.

7. Preparation: general education; special training; experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: beginning wage range; benefits; other rewards.

12. Conditions of work: hours regularity of employment, health and accident hazards.

13. Typical places of employment

14. Advantages and disadvantages

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children (children enjoy responding.)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

CHARACTERISTICS FOR SEVENTH GRADERS

1. Age span: 12–13

2. Attention span: 30–45 minutes

3. Expanding vocabulary

4. Independent

5. Growing skilled and confident

6. Follow appropriate masculine or feminine role.

7. Developing attitudes toward social groups and institutions

8. Group conscious (clannish)

9. Involved in many and varied activities

10. Self-centered

SUGGESTED GUIDELINES FOR SPEAKERS–EIGHTH GRADE

1. History of the occupation-keep vocabulary at a level the eighth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: definition of the occupation nature of work.

4. Where applicable:
wear work clothes and bring tools of the trade bring visual aides demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: age, sex, etc.

7. Preparation: general education; special training and experience

8. Methods of entering

9. Time required to attain skill

10. Advancement opportunities

11. Earnings: beginning wage range; benefits; other rewards.

12. Conditions of work: hours, regularity of employment, health and accidents hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15 IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children. (Children enjoy responding)

18. Bring keepsakes for the children if possible.
(Example: Baker bring cookies.)

19. Summarize: How did you come into this job?

CHARACTERISTICS FOR EIGHTH GRADERS

1. Age span: 12 – 13

2. Attention span: 30 – 45 minutes

3. Expanding vocabulary.

4. Independent

5. Growing skilled and confident

6. Follow appropriate masculine or feminine role.

7. Developing attitudes toward social groups and institutions.

8. Group conscious (clannish)

9. Involved in many and varied activities

10. Self-centered